# Unit 2 Reveal Grade 1

Content Area: **Math**
Course(s): **Math**
Time Period: **September**
Length: **2 weeks**
Status: **Published**

## Unit Overview

**UNIT 2 PLANNER**
**Number Patterns**

**PACING: 9 days**

| LESSON | | MATH OBJECTIVE | LANGUAGE OBJECTIVE | SOCIAL AND EMOTIONAL LEARNING OBJECTIVE | LESSON | KEY VOCABULARY |
|---|---|---|---|---|---|---|
| **Unit Opener** | Patterns | Students describe and continue growing patterns of shapes. | | | | |
| 2-1 | Counting Patterns to 100 | Students identify patterns when counting to 100. | Students use phrasal verbs such as *go up by, start at,* and *comes next* to identify patterns when counting to 100. | Students practice strategies for persisting at a mathematical task, such as setting a small goal or setting timers for remaining focused. | 2-1 | Math Terms<br>count<br>ones<br>pattern<br>tens |
| 2-2 | Patterns on a Number Chart to 120 | Students describe patterns on a number chart. | Students use the academic terms *continue, go up,* and *stay the same* to describe patterns on a number chart. | Students break down a situation to identify the problem at hand. | 2-2 | column<br>number chart<br>ones<br>pattern<br>row<br>tens |
| 2-3 | Patterns on a Number Line | Students identify patterns on a number line when counting to 120. | Students identify patterns on a number line when counting to 120 using *have* to indicate characteristics or other qualities. | Students recognize personal strengths through thoughtful self-reflection. | 2-3 | number line<br>ones<br>pattern<br>tens |
| **Math Probe** | **Counting by 1s** | Students circle the number that comes next in a pattern when counting by 1s. | | | | |
| 2-4 | Patterns When Reading and Writing Numbers | Students can use patterns to read and write numbers to 120. | Students describe patterns to read and write numbers to 120 using present tense. | Students actively listen without interruption as peers describe how they approached a complex mathematical task. | 2-4 | ones<br>pattern<br>tens |
| 2-5 | Patterns When Representing Objects in a Group | Students can count a number of objects. Students can show how many with a written numeral. | Students use *there is/there are* to express a number of objects. | Students exchange ideas for mathematical problem-solving with a peer, listening attentively and providing thoughtful and constructive feedback. | 2-5 | count<br>how many |
| **Unit Review**<br>**Fluency Practice** | | | | | | |
| **Performance Task**<br>**Unit Assessment** | | | | | | |

## Enduring Understandings

See Above

## Essential Questions

See Above

## Instructional Strategies and Learning Activities

LESSON 2-1

# Counting Patterns to 100

### Learning Targets

- I can identify patterns with numbers to 100.
- I can describe patterns when counting to 100.

### Standards ◇ Major △ Supporting ○ Additional

**Content**

◇ **1.NBT.A.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

**Math Practices and Processes**

**MP8** Look for and express regularity in repeated reasoning.

### Focus

| Content Objective | Language Objectives | SEL Objective |
|---|---|---|
| • Students identify patterns when counting to 100. | • Students use phrasal verbs such as *go up by*, *start at*, and *comes next* to identify patterns when counting to 100.<br>• Optimizing outputs by participating in MLR3: Critique, Correct, and Clarify. | • Students practice strategies for persisting at a mathematical task, such as setting a small goal or setting timers for remaining focused. |

### Coherence

| Previous | Now | Next |
|---|---|---|
| • Students counted to 100 by tens and ones. (Grade K) | • Students recognize and use patterns when counting to 100. | • Students understand place value of 2-digit numbers. (Unit 3)<br>• Students describe patterns when counting by 1s within 1,000. (Grade 2) |

### Rigor

| Conceptual Understanding | Procedural Skill & Fluency | Application |
|---|---|---|
| • Students develop understanding of counting patterns in numbers to 100. | • Students develop fluency with counting to 100. | • Students apply the counting patterns to solve problems.<br>*Application is not a targeted element of rigor for this standard.* |

LESSON 2-2

# Patterns on a Number Chart to 120

## Learning Targets

- I can identify patterns when counting by 1s to 120.
- I can describe how to identify patterns when counting by 1s to 120.

## Standards ◇ Major ▲ Supporting ○ Additional

**Content**

◇ **1.NBT.A.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

**Math Practices and Processes**

**MP7** Look for and make use of structure.

**MP4** Model with mathematics.

## Focus

| Content Objective | Language Objectives | SEL Objective |
|---|---|---|
| • Students describe patterns on a number chart. | • Students use the academic terms *continue*, *go up*, and *stay the same* to describe patterns on a number chart.<br>• Optimize outputs by participating in MLR7: Compare and Connect. | • Students break down a situation to identify the problem at hand. |

## Coherence

| Previous | Now | Next |
|---|---|---|
| • Students counted to 100 by 1s and tens using a number chart (Grade K). | • Students recognize and use patterns when counting by 1s to 120.<br>• Students count by 1s to 120. | • Students understand place value of 2-digit numbers (Unit 3).<br>• Students describe patterns when counting by 1s within 1,000 (Grade 2). |

## Rigor

| Conceptual Understanding | Procedural Skill & Fluency | Application |
|---|---|---|
| • Students build understanding of counting patterns in numbers to 120. | • Students develop fluency with counting to 120 using a number chart. | • Students apply number patterns to solve problems within 120.<br>*Application is not a targeted element of rigor for this standard.* |

LESSON 2-3

# Patterns on a Number Line

## Learning Targets

- I can identify patterns on a number line when counting to 120.
- I can explain how to identify patterns on a number line when counting to 120.

## Standards ◇ Major △ Supporting ○ Additional

**Content**

◇ **1.NBT.A.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

**Math Practices and Processes**

**MP5** Use appropriate tools strategically.

## Focus

| Content Objective | Language Objectives | SEL Objective |
|---|---|---|
| • Students identify patterns on a number line when counting to 120. | • Students identify patterns on a number line when counting to 120 using *have* to indicate characteristics or other qualities.<br>• Cultivate conversations by participating in MLR7: Compare and Connect. | • Students recognize personal strengths through thoughtful self-reflection. |

## Coherence

| Previous | Now | Next |
|---|---|---|
| • Students counted by ones up to 100, starting from any number less than 100 (Grade K). | • Students describe patterns on a number line. | • Students understand place value of 2-digit numbers (Unit 3).<br>• Students describe patterns when counting by 1s within 1,000 (Grade 2). |

## Rigor

| Conceptual Understanding | Procedural Skill & Fluency | Application |
|---|---|---|
| • Students develop understanding that counting numbers follow a predictable pattern: the digits in the ones place increase by 1 from 0 to 9, then repeat; the digits in the tens place increase by 1 from 0 to 9 when the digits in the ones place change from 9 to 0. | • Students develop fluency with counting by ones to 120. | • Students apply the patterns with counting numbers to solve problems.<br>*Application is not a targeted element of rigor for this standard.* |

LESSON 2-4

# Patterns When Reading and Writing Numbe

## Learning Targets

- I can read numbers to 120.
- I can write numbers to 120.

## Standards ◆ Major ▲ Supporting ⬟ Additional

**Content**

◇ **1.NBT.A.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

**Math Practices and Processes**

**MP7** Look for and make use of structure.

**MP8** Look for and express regularity in repeated reasoning.

## Focus

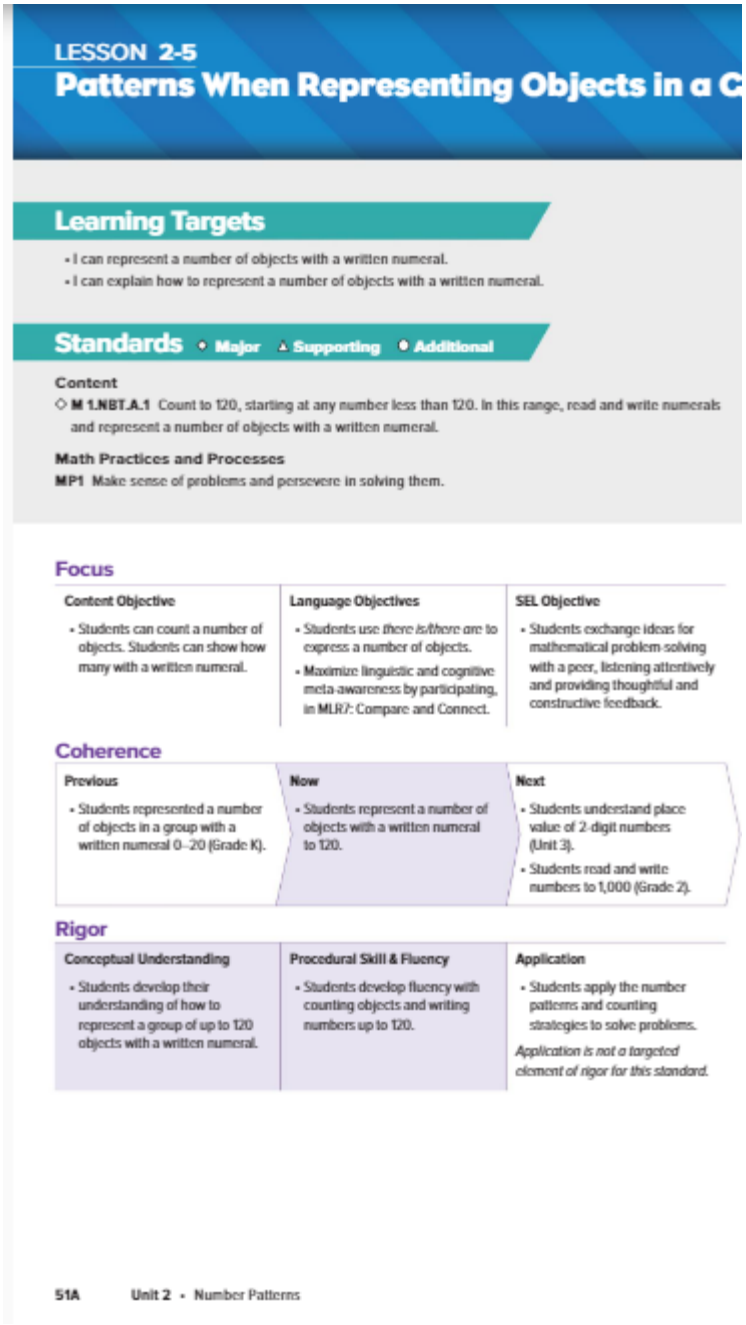
| Content Objective | Language Objectives | SEL Objective |
|---|---|---|
| • Students can use patterns to read and write numbers to 120. | • Students describe patterns to read and write numbers to 120 using present tense.<br>• Optimize outputs by participating in MLR2: Collect and Display. | • Students actively listen without interruption as peers describe how they approached a complex mathematical task. |

## Coherence

| Previous | Now | Next |
|---|---|---|
| • Students counted by ones and tens to 100 (Grade K).<br>• Students wrote numbers from 0 to 20 (Grade K). | • Students read and write numbers to 120. | • Students represent a number of objects with a written numeral (Unit 2).<br>• Students read and write numbers to 1,000 (Grade 2). |

## Rigor

| Conceptual Understanding | Procedural Skill & Fluency | Application |
|---|---|---|
| • Students extend their understanding of number patterns to read and write numbers to 120. | • Students develop fluency with reading and writing numbers to 120. | • Students apply number patterns to solve problems involving reading and writing numbers to 120.<br>*Application is not a targeted element of rigor for this standard.* |



LESSON 2-5

Patterns When Representing Objects in a C

## Learning Targets

- I can represent a number of objects with a written numeral.
- I can explain how to represent a number of objects with a written numeral.

## Standards ◇ Major △ Supporting ○ Additional

**Content**

◇ **M 1.NBT.A.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

**Math Practices and Processes**

**MP1** Make sense of problems and persevere in solving them.

## Focus

| Content Objective | Language Objectives | SEL Objective |
|---|---|---|
| • Students can count a number of objects. Students can show how many with a written numeral. | • Students use *there is/there are* to express a number of objects.<br>• Maximize linguistic and cognitive meta-awareness by participating in MLR7: Compare and Connect. | • Students exchange ideas for mathematical problem-solving with a peer, listening attentively and providing thoughtful and constructive feedback. |

## Coherence

| Previous | Now | Next |
|---|---|---|
| • Students represented a number of objects in a group with a written numeral 0–20 (Grade K). | • Students represent a number of objects with a written numeral to 120. | • Students understand place value of 2-digit numbers (Unit 3).<br>• Students read and write numbers to 1,000 (Grade 2). |

## Rigor

| Conceptual Understanding | Procedural Skill & Fluency | Application |
|---|---|---|
| • Students develop their understanding of how to represent a group of up to 120 objects with a written numeral. | • Students develop fluency with counting objects and writing numbers up to 120. | • Students apply the number patterns and counting strategies to solve problems.<br>*Application is not a targeted element of rigor for this standard.* |



## Integration of Career Readiness, Life Literacies and Key Skills

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| 9.1.2.CR.1 | Recognize ways to volunteer in the classroom, school and community. |
| 9.4.2.CI.1 | Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). |
| 9.4.2.CI.2 | Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). |
| 9.1.2.CR.2 | List ways to give back, including making donations, volunteering, and starting a business. |
| 9.1.2. FI.1 | Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards). |

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| 9.4.2.CT.2 | Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). |
| 9.4.2.CT.3 | Use a variety of types of thinking to solve problems (e.g., inductive, deductive). |
| 9.1.2.FP.1 | Explain how emotions influence whether a person spends or saves. |
| 9.1.2.FP.3 | Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society). |
| 9.4.2.DC.3 | Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). |
| 9.1.2.PB.1 | Determine various ways to save and places in the local community that help people save and accumulate money over time. |
| 9.1.2.PB.2 | Explain why an individual would choose to save money. |
| 9.4.2.DC.6 | Identify respectful and responsible ways to communicate in digital environments. |
| 9.4.2.DC.7 | Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). |
| 9.4.2.TL.2 | Create a document using a word processing application. |
| 9.4.2.TL.5 | Describe the difference between real and virtual experiences. |
| 9.4.2.TL.6 | Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.). |
| 9.4.2.TL.7 | Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2). |

## Technology and Design Integration

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| 8.1.2.CS.1 | Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. |
| 8.1.2.DA.1 | Collect and present data, including climate change data, in various visual formats. |
| 8.1.2.DA.3 | Identify and describe patterns in data visualizations. |
| 8.1.2.DA.4 | Make predictions based on data using charts or graphs. |
| 8.1.2.AP.4 | Break down a task into a sequence of steps. |
| 8.1.2.AP.5 | Describe a program’s sequence of events, goals, and expected outcomes. |
| 8.2.2.ITH.4 | Identify how various tools reduce work and improve daily tasks. |

## Interdisciplinary Connections

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| LA.RI.1.1 | Ask and answer questions about key details in a text. |
| LA.RI.1.2 | Identify the main topic and retell key details of a text. |
| LA.RI.1.4 | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| LA.RI.1.5 | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |
| LA.RI.1.6 | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| LA.RI.1.7 | Use the illustrations and details in a text to describe its key ideas. |
| LA.RI.1.8 | Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed. |

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| LA.RI.1.9 | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| LA.RI.1.10 | With prompting and support, read informational texts at grade level text complexity or above. |
| LA.W.1.5 | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. |
| LA.SL.1.1 | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| LA.L.1.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

## Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

**Differentiation occurring in this unit:**




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## Modifications and Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

**Modifications and Accommodations used in this unit:**

## Benchmark Assessments

**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

**Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

**Additional Benchmarks used in this unit:**

Reveal Unit assessments

## Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

**Formative Assessments used in this unit:**

Teacher observation

Checklists

Questioning and Discussion

Quizzes

## Summative Assessments

**summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

**Summative assessments for this unit:**

End of Unit assessments

| | |
|---|---|
| 1.NBT | Number and Operation in Base Ten |
| 1.NBT.A | Extend the counting sequence |
| 1.NBT.A.1 | Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. |